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AUTHOR Vue-Benson, Robin; Shumer, Robert
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ABSTRACT

Participation in Service activities can be a vital component to civics and social studies education. The sources selected for this topic ERIC bibliography on civics, social studies, and services are intended to aid practitioners in thinking about the developing service activities in their classrooms, schools, and communities. Divided into three sections, the first section provides background information and conceptual frameworks useful in thinking broadly about the role of service in education and youth development; the second section features descriptions of service programs or information pertinent to program development; the third section is a bibliography on civic and citizenship education issues pertaining to any service activity. Primary author(s), title, year published, availability information, and an abstract accompany each citation. In addition, guidelines on how to acquire desired ERIC resources listed are included. (LAP)

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Civics, Social Studies and Service Topic Bibliography

By

Robin Vue-Benson

Dr. Robert Shumer

February 1995

SO 026 591

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Participation in service activities can be a vital component to civics and social studies education. The sources selected for this topic bibliography are intended to aid practitioners in thinking about and developing service activities in their classrooms, schools and communities. The first section contains references providing background information and conceptual frameworks useful in thinking broadly about the role of service in education and youth development. This is followed by items which feature description of service programs or information pertinent to program development. Finally, Section Three has references discussing the civic and citizenship education context surrounding any service activity. Records in each section are listed alphabetically by author. Basic information is given pertaining to primary author(s), title, year published, and availability. In addition, abstracts of varying length accompany each citation to give readers an idea of what's included.

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For the journal and serial articles listed in this topic bibliography, full source citations are provided in the "AVAIL." field. This information is sufficient for use in finding the article at your library or in requesting it through interlibrary loan. In addition, numerous private commercial article reprint services exist. The two major ones are provided by University Microfilms International (UMI) and UnCover (see your reference librarian for others). Which service, if any, an article is available from is indicated in the "AVAIL." field following the original source citation. We relied on information in the ERIC Current Index to Journals in Education to see if an article was available through UMI. The UnCover database was checked to see if UnCover provides reprints from the journal where the article originally appears. Further information can be obtained by calling or writing:

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Section One: Background and Framework

AUTHOR: Brandhorst, Allan R.
TITLE: Teaching Twenty-First Century Citizenship: Social Psychological Foundations.
YEAR: 1990
AVAIL.: Theory and Research in Social Education v18 n2 p157-68 Spr 1990 (Reprint: UMI, UnCover)
ABSTRACT: Contends collective cooperative action in the public interest will be necessary to solve future social and environmental problems. Proposes that the social studies curriculum shift its value orientation from individualistic self-interest to a justice-based, global model. Advocates teaching citizenship that stresses self-restraint and investigates moral dilemmas pertinent to students' contemporary world. (ERIC -- EJ 420689)

AUTHOR: Brandhorst, Allan R.
TITLE: What Can Social Science Research Tell Us about Community Service & the Social Studies?
YEAR: 1990
AVAIL.: EDRS: ED 338512 / PC02.
NOTES: 33p. Paper presented at the Annual Meeting of the National Council for the Social Studies (Anaheim, CA, November 15, 1990).
ABSTRACT: There are several disturbing trends in U.S. public life. Citizens are increasingly distancing themselves from the institutions that structure decision making in the public domain. There is a diminishing sense of community, individuals tend not to have any personal obligation to their fellow citizens, nor do they seem to expect any consideration from others. The behavior of young persons show them to be both victims and manifestations of this progressive social pathology in frightening ways. One proposal for countering this trend is the idea of student service or community service as a feature of public education. This paper seeks to survey existing scholarship in social psychology and learning theory in search of research supportive of educational efforts to promote community service. A social psychological model of action is outlined and discussed in the interest of understanding the psychodynamics that underlie the withdrawal from community, and its flip side, commitment to community service. This model is related to specific goal areas appropriate to social education, and research relevant to implementing those goal areas in the classroom are reviewed. A proposal for integrating the goal areas into history, geography, government, and economics courses also is advanced. A 78-item list of references is included. (ERIC -- ED 338512)

AUTHOR: Bragaw, Donald H.
TITLE: In Training to Be a Citizen: The Elementary Student and the Public Interest.
YEAR: 1989
AVAIL.: Social Science Record v26 n2 p27-29 Fall 1989 (Reprint: UMI, UnCover)
ABSTRACT: Encourages educators to use participation projects to develop active, socially concerned citizens. Views school as a place where students learn to negotiate problems and issues of society. Provides examples of projects where students and teachers plan integrated units using social studies as the basis for teaching. (ERIC -- EJ 407814)

AUTHOR: Clark, Todd
TITLE: Participation in Democratic Citizenship Education.
YEAR: 1990
AVAIL.: Social Studies v81 n5 p206-09 Sep-Oct 1990) (Reprint: UMI, UnCover)
ABSTRACT: Argues that school service programs involving students in volunteer community efforts should be included in democratic citizenship education. Suggests that encouraging cooperation through volunteer service combats corrosive and anti- democratic effects of excessive individualism. Lists six characteristics of effective programs, compiled by University of Minnesota researchers. Recommends four ways to incorporate service into the social studies curriculum. (ERIC -- EJ 419175)

AUTHOR: Hamilton, Stephen F.; Zeldin, R. Shepherd
TITLE: Learning Civics in the Community.
YEAR: 1987
AVAIL.: Curriculum Inquiry v17 n4 p407-20 Win 1987 (Reprint: UnCover)
ABSTRACT: To test an experiential learning program's effects on adolescents' knowledge and attitudes about local government, high school students serving as interns to local government officials were compared to students not yet participating in this program. Results showed that interns gained significantly in knowledge and political competence, but not in positive attitudes. Includes 30 references. (ERIC -- EJ 360772)

Background and Framework

AUTHOR: Hendrikson, Leslie
TITLE: Community Study. ERIC Digest No. 28.
YEAR: 1985
AVAIL.: EDRS: ED 268065 / PC01. ERIC Clearinghouse for Social Studies/Social Science Education, Smith Research Center, Suite 120, 2805 East Tenth Street, Bloomington, IN 47405.
NOTES: 4p.
ABSTRACT: An ERIC digest considers several approaches to community study within the social studies curriculum. Material is divided into four sections. Following an introduction, "A rationale for community study" outlines skills and concepts that can be presented through community study and presents the rationale that community study can provide greater relevance to national and global events. "Can participation in the community improve student motivation?" argues that community studies provide valuable opportunities for students to become involved in public life and thus develop citizenship participation skills. Research indicating that experiential community-based learning raises student motivation is also presented. "Why aren't community- based strategies more widely implemented?" considers the following reasons for the low implementation of community studies programs: extensive preparation time and perceived low administrator support. "How can the community be implemented in social studies education?" describes specific strategies for integrating a community--based social study component. Emphasis is placed on a four dimensional model of community study: using the community as a source of content; using the community as a source of learning experience; community service as a dimension of community study; and using the community to enhance skill development. A list of resources concludes the paper. (ERIC -- ED 268065)

AUTHOR: Kirby, Kathleen
TITLE: Community Service and Civic Education. ERIC Digest.
YEAR: Oct 1989
AVAIL.: EDRS: ED 309135 / PC01. ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408 ($1.00).
NOTES: 4p.
ABSTRACT: Community service is a voluntary contribution to the commonweal that teaches valuable lessons about the responsibilities of citizenship in a free society. Vital services are provided through thousands of organizations created to meet needs not otherwise provided for by government. Participation in these community service projects help create a sense of concern for the public good and a commitment to voluntarism so essential to the future of the United States. Students at every level of school can participate in these projects and thus learn many social studies skills, including data gathering, critical thinking, and decision making. Community service programs also teach civic participation processes and skills, including group interaction, leadership, cooperation, and political influence. Service activities build positive bonds between youth and the institutions of our society and strengthen student academic performance and self-esteem. Service brings together students from diverse ethnic, racial, and socioeconomic groups. Fourteen characteristics of exemplary community service programs are cited, including the principles that: (1) community service must meet genuine needs; (2) it must have real consequences; and (3) it must require significant personal responsibility and decision making. Five nationally recognized school-based programs are given as examples of ongoing community service programs that teachers and curriculum specialists might study. A 13-item bibliography is included. (ERIC -- ED 309135)

AUTHOR: Morse, Suzanne W.
TITLE: The Practice of Citizenship: Learn by Doing.
YEAR: 1993
AVAIL.: Social Studies v84 n4 p164-67 Jul-Aug 1993 (Reprint: UMI, UnCover)
ABSTRACT: Contends that the best way to learn about citizenship is by discussing real societal issues that are connected to student interests. Maintains that a democratic classroom environment also provides an opportunity for practicing civic values. Provides four guidelines for establishing community service projects in the schools. (ERIC -- EJ 475040)

AUTHOR: National Education Goals Panel
TITLE: Assessing Citizenship. The Goal 3 Technical Planning Subgroup on Citizenship Report.
YEAR: 1992
AVAIL.: EDRS: ED 354180 / PC01.
NOTES: 12p.
ABSTRACT: This report from the Goal 3 Technical Planning Subgroup focuses on three areas that have been identified as important to improving the citizenship education of students: community service, voter registration of 18- to 20-year-olds, and knowledge of citizenship. (The aim of Goal 3 of the National Education Goals is that by the year 2000 American students will have competency in various subject disciplines so they will be prepared for responsible

citizenship, further learning and productive employment.) Within each of these three areas the report examines the available means by which assessment of student progress can be made. The recommendations made by the report include utilizing the National Assessment of Educational Progress (NAEP) to collect data in each of the three areas. (ERIC -- ED 354180)

AUTHOR: Oliner, Pearl
TITLE: Putting "Community" into Citizenship Education: The Need for Prosociality.
YEAR: 1983
AVAIL.: Theory and Research in Social Education v11 n2 p65-81 Sum 1983 (Reprint: UMI, UnCover)
ABSTRACT: The focus of citizen education has traditionally been on the institution of government. Instead, citizenship education should emphasize the teaching of democratic behavior and values and the practice of prosociality. Prosocial behavior is defined as actions that are intended to aid another person without the actor's anticipation of external reward. (ERIC -- EJ 287460)

AUTHOR: Parker, Walter C.
TITLE: Participatory Citizenship: Civics in the Strong Sense.
YEAR: 1989
AVAIL.: Social Education v53 n6 p353-54 Oct 1989 (Reprint: UMI, UnCover)
ABSTRACT: States that while school's purpose is to educate citizens for a democratic community, they have yet to implement a K-12 curriculum for civic participation. Contends that schools can promote citizen participation by (1) helping students acquire knowledge of history and politics, (2) conducting schools as communities, and (3) providing opportunities for student civic participation. (ERIC -- EJ 398351)

AUTHOR: Rutter, Robert A.; Newmann, Fred M.
TITLE: The Potential of Community Service to Enhance Civic Responsibility.
YEAR: 1989
AVAIL.: Social Education v53 n6 p371-74 Oct 1989 (Reprint: UMI, UnCover)
ABSTRACT: Offers information useful to educators interested in implementing community-service programs. Provides estimates of students' participation in community service in U. S. high schools; describes the nature of the programs and students' experiences; and reports data which illustrate that the potential for influencing civic responsibility may not yet have been realized. (ERIC -- EJ 398359)

AUTHOR: Seigel, Susan; Rockwood, Virginia
TITLE: Democratic Education, Student Empowerment, and Community Service: Theory and Practice.
YEAR: 1993
AVAIL.: Equity and Excellence in Education v26 n2 p65-70 Sep 1993 (Reprint: UMI, UnCover)
ABSTRACT: Outlines connections between community service experiences and preparing young people for participatory citizenship in a democratic society, identifying components of democratic education practices, distinguishing characteristics that promote democratic citizenship education, and describing several community service learning projects. (ERIC -- EJ 476935)

AUTHOR: Sidelnick, Daniel J.
TITLE: Variables Affecting the Political Socialization of Adolescents: Implications for Instruction of At-Risk Students in the Social Studies Classroom.
YEAR: May 1990
AVAIL.: EDRS: ED 325405 / PC02.
NOTES: 45p. Paper presented at the Annual Meeting of the Pennsylvania Educational Research Association (Pittsburgh, PA, May 6-8, 1990).
ABSTRACT: Few researchers who study political socialization have examined the attitudes, values, and beliefs of low ability, at-risk students. This seems unfortunate if, as is often claimed, the goal of civic education is to deal with all students in such a way as to motivate them to play their part as informed and effective members of a modern democratic political system. Because of such omissions in the data gathered by political scientists and educational researchers, a study was designed to investigate differences among students of different ability and grade levels on three quantitative measures of political attitudes. Three instruments were selected to measure concepts viewed as essential to political socialization necessary for functioning in today's society. The concepts studied were: (1) a respect for law and order in society as measured by the Law Scale; (2) a belief in the equality of all individuals and the constitutional rights of all citizens as measured by the Freedoms Scale; and (3) an open-mindedness to the opinions of others and receptiveness to new facts as

measured by the Dogmatism Field Scale. The study suggests that low ability, at- risk students are more dogmatic and consequently less likely to support fundamental freedoms embodied in the Freedoms Scale and the Bill of Rights. Social studies educators need to seek ways to increase support of fundamental freedoms, and to explore strategies to decrease the dogmatism or close-minded attitudes evident in many low ability and average adolescents. Three appendices provide a description of the research instruments used, list tables of statistical data, and present a 27-item bibliography. (ERIC -- ED 325405)

AUTHOR: Wade, Rahima C.
TITLE: Community Service-Learning: Commitment through Active Citizenship.
YEAR: 1994
AVAIL.: Social Studies and the Young Learner (v6 n3 p1-4 Jan-Feb 1994 (Reprint: UMI, UnCover)
ABSTRACT: Discusses the history of U.S. community service programs and asserts that the potential benefits for students include increased self-esteem, enhanced motivation and interest in school, improved academic achievement, and increased social responsibility. Includes a list of six curriculum resources and a bibliography. (ERIC -- EJ 487178)

AUTHOR: William T. Grant Foundation
TITLE: Pathways to Success for America's Youth and Young Families. Citizenship through Service.
YEAR: 1988
AVAIL.: EDRS: ED 325569 / PC01. Youth and America's Future, Suite 301, 1001 Connecticut Avenue, NW, Washington, DC 20036-5541.
NOTES: 17p. Excerpted from "The Forgotten Half: Pathways to Success for America's Youth and Young Families." Final report of the William T. Grant Foundation Commission on Work, Family, and Citizenship. Washington, D.C., November, 1988.
ABSTRACT: This report focuses on youth service as a vital component of education for citizenship. The following six major recommendations to encourage voluntary student and youth services are offered: (1) creation of quality student service opportunities as central to the fundamental educational program of every public school, including either elective credit or graduation requirement service, and age-appropriate curricula and instruction from kindergarten through twelfth grade; (2) state-level encouragement of local school jurisdiction efforts to enlist the young in serving their communities, including the provision of sufficient financial and technical assistance to ensure high quality programs; (3) financial support from business, local foundations, city and state resources, and organizations whose constituents are served by youth, to ensure the availability to young people of the maturing effects of service to others and the use of diverse methods to achieve this goal; (4) unification of youth service organizations into a nationwide service federation; (5) support for federal financial assistance to launch youth service programs, with emphasis on meeting state and local needs; and (6) revitalization of existing national service programs and serious consideration of a National Youth Conservation Corps. (ERIC -- ED 325569)

Section Two: Program Development and Descriptions

AUTHOR: Bragaw, Don
TITLE: Expanding Social Studies to Encompass the Public Interest.
YEAR: 1991
AVAIL.: NASSP Bulletin v75 n531 p25-31 Jan 1991 (Reprint: UMI, UnCover)
ABSTRACT: Recognizing that the public good is a key concept for children now and in the future, educators call for discussion and investigation of public issues and student involvement in them. Cites programs in New York and Minnesota. Lists sources of classroom social studies materials. (ERIC -- EJ 421278)

AUTHOR: Bragaw, Donald H.
TITLE: New York's Experiment: Participation in Government.
YEAR: 1989
AVAIL.: Social Education v53 n6 p364,366 Oct 1989 (Reprint: UMI, UnCover)
ABSTRACT: Reports a New York State Education Department mandated government participation course. Course requirements were to examine public policy issues and to incorporate a participatory element. Describes four programs that were implemented by school districts: Effective Participation in Government Program; The Community Service Corps; National Issues Forums (NIF) in the Classroom; and Street Law. (ERIC -- EJ 398355)

Program Development and Descriptions

AUTHOR: Clark, Todd
TITLE: Youth Community Service.
YEAR: 1989
AVAIL.: Social Education v53 n6 p367 Oct 1989 (Reprint: UMI, UnCover)
ABSTRACT: Outlines the six elements from educational research that enhance the value of community service programs. Summarizes three school-based programs: Community Involvement Program in Minnetonka, Minnesota; Early Adolescent Helper Program in New York, New York; and Youth Community Service in Los Angeles, California. (ERIC -- EJ 398357)

AUTHOR: Cook, Sharon Anne
TITLE: Linking the Social Science Classroom with the Community: A Sample Curriculum Project.
YEAR: 1988
AVAIL.: History and Social Science Teacher v24 n1 p30-31,34 Fall 1988 (Reprint: UMI, UnCover)
ABSTRACT: Describes a project which pairs Ottawa, Canada, high school students with local nursing home residents in an effort to enhance students' development and increase their awareness of the world. Concludes that the experience is rewarding as students perform a valuable service, learn responsibility, and make friends in the community. (ERIC -- EJ 383087)

AUTHOR: Evers, Timothy B.
TITLE: Meeting Students' Need to Serve.
YEAR: 1986
AVAIL.: Phi Delta Kappan v68 n4 p331-32 Dec 1986 (Reprint: UMI, UnCover)
ABSTRACT: Describes the Community Service Internship program at East Lyme (Connecticut) High School. The program is designed to help students understand the needs of various segments of the local population while allowing them to engage in community service for a substantial period. (ERIC -- EJ 345290)

AUTHOR: Gustafson, Marcia H.; Meagher, Laura Y.
TITLE: America's Youngest Citizens: Close Up for Grades 1-8.
YEAR: 1993
AVAIL.: Social Studies v84 n5 p213-17 Sep-Oct 1993 (Reprint: UMI, UnCover)
ABSTRACT: Describes programs of the Close Up Foundation for young students. Discusses group projects developed for the Civic Achievement Award Program that emphasize community service and cooperative learning. Concludes with a description of plans to develop Close Up programs for the elementary grades. (ERIC --EJ 476705)

AUTHOR: Hillkirk, Keith
TITLE: Enhancing the Civic Awareness of Prospective Teachers.
YEAR: 1988
AVAIL.: Social Studies Journal v17 p37-40 Spr 1988 (Reprint: UMI)
ABSTRACT: Describes a community service project in which prospective teachers planned activities and performed community services to test assumptions about the need for relevance and real- world applications in social studies education. Includes student observations on the project and provides suggestions for the implementation of the service project idea. (ERIC -- EJ 365339)

AUTHOR: Kenney, Marianne
TITLE: Geography and Mutual Understanding: "Harvest of Hope."
YEAR: 1992
AVAIL.: Journal of Geography v91 n4 p177-85 Jul-Aug 1992 (Reprint: UMI, UnCover)
ABSTRACT: Describes "Harvest of Hope," a project for science and geography instruction in which students from an inner-city and a suburban school joined in a community service project. Explains that the students planned, planted, and harvested crops for the needy on school property. Includes handouts simulating international negotiations, trade agreements, and planning. (ERIC -- EJ 463235)

AUTHOR: Kiernan, Henry
TITLE: Teaching Civic Identity and Civic Writing in the Information Age.
YEAR: 1990
AVAIL.: EDRS: ED 348340 / PC01.
NOTES: 14p.
ABSTRACT: Given the increasingly multi-ethnic school population and the lack of democratic political traditions in many students' cultural backgrounds, new ways to educate for citizenship are essential. The paper recommends developing multidisciplinary approaches to teaching civic identity and civic writing. It describes how a New Jersey school district

introduced civic writing activities directly linked to local history and community issues, combining public and individual experiences with high school student commitment. The planning team agreed that the English, social studies, and science departments would work cooperatively to assess student research writing. They considered: topics that would address ways to build a sense of community within the student body; ways to develop participatory and responsible civic behavior; and methods of teaching skills, values, and attitudes to prepare students for the future. The multidisciplinary themes they chose were environmental issues, local history, and multicultural studies and global issues. Besides completing question-driven research projects, students were encouraged to participate in local community service projects. The article offers nine recommendations to help transform the current research process that relies on thesis writing into a viable question-driven design. It suggests that combining academic discourse with community service provides the social and political glue to enhance students' personal development with civic responsibility. (ERIC -- ED 348340)

AUTHOR: Koetsch, Peg; And Others
TITLE: Student Curators: Becoming Lifelong Learners.
YEAR: 1994
AVAIL.: Educational Leadership v51 n5 p54-57 Feb 1994 (Reprint: UMI, , UnCover)
ABSTRACT: Fifth graders at a Virginia school are applying new knowledge about world cultures by constructing artifacts for an Egyptian legacy exhibit. Exhibitions are a key facet of Museums-in- Progress (MIP), a program that links problem-solving activities with the real world. Students learn to develop install, and interpret an exhibition by touring local museums, conducting research, and completing various activities. (ERIC -- EJ 477526)

AUTHOR: Lipka, Richard P.; And Others
TITLE: Community Service Projects: Citizenship in Action. Fastback 231.
YEAR: 1985
AVAIL.: EDRS: ED 261968 / PC02. Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($0.75; quantity discounts available).
NOTES: 32p.
ABSTRACT: This booklet examines the theory and practice of projects that involve secondary students in community services. Through such involvement, young people will develop positive attitudes toward community participation that will persist throughout their adult lives. Community service projects represent an important and exciting way to bring democracy to life for young people and to demonstrate to them that they can solve problems and make vital contributions to improving the quality of life in their communities. The booklet begins by discussing the place of community service in the school program. The rationale and objectives of a school citizenship program and criteria for community service projects are discussed. Some existing community projects involving secondary students are then described. Practical matters involved in developing community service programs are discussed. These include identifying community needs, defining personnel roles, scheduling and time considerations, financial considerations, and project planning. The last two sections discuss evaluation of projects and the future with regard to community service education. The booklet concludes with a bibliography. (ERIC -- ED 261968)

AUTHOR: New York State Education Dept., Albany. Bureau of Curriculum Development.
TITLE: Social Studies 12: Participation in Government. Tentative Syllabus.
YEAR: 1988
AVAIL.: EDRS: ED 302467/ PC03.
NOTES: 62p.
ABSTRACT: This syllabus is a statement of the goals and objectives of the New York State grade 12 social studies program for the study of the U.S. government. The first section of the syllabus lists goals for elementary, secondary, and continuing education and the overall goals of the grades 7-12 social studies program, while the second section outlines the social studies skills for the grades 7-12 program. The remainder of the syllabus presents the goals and objectives of the course, "Participation in Government," and suggests models for successful presentation of the goals and objectives. These models include: (1) public policy analysis model; (2) office of the citizen model; (3) the political process model; (4) public affairs model; (5) national issues forum model; (6) public policy issues model; (7) community service/internship model; and (8) group investigation model. The appendices contain guidelines for student exemption from the course and students with handicapping conditions. (ERIC -- ED 302467)

AUTHOR: Newmann, Fred M.; And Others
TITLE: Skills in Citizen Action: An English -- Social Studies Program for Secondary Schools.
YEAR: 1977
AVAIL.: EDRS: ED 142448/PC07. National Textbook Company, 8259 Niles Center Road, Skokie, Illinois 60076.
NOTES: 160p.

Program Development and Descriptions

ABSTRACT: The objective of this one-year program is to help students develop competencies to exert influence in public affairs. Seven competencies, such as communication and social skills, are considered fundamental to an education in citizenship and civic responsibility. The program could be initiated at either the 11th or 12th grade, and includes the disciplines of English and social studies. Team-teaching is suggested. The six components of the program are: (1) a political-legal process course; (2) a communications course; (3) community service internship; (4) a citizen action project; (5) an action in literature course; (6) and a public message course. Field work, a vital part of the program, includes working for political candidates and for community organizations. Detailed explanations of the six components, evaluation methods, and techniques for winning community support are outlined in separate chapters. Addresses of publishers and distributors of relevant materials are listed in the appendix. (ERIC -- ED 142448)

AUTHOR: Pennsylvania State Dept. of Education, Harrisburg. Div. of Student Services.
TITLE: Homelessness Curricula: Five Exemplary Approaches. Resource Tool for Teachers and School Districts.
YEAR: 1990
AVAIL.: EDRS: ED 343969/PC01.
NOTES: 25p.
ABSTRACT: This publication for Pennsylvania educators outlines five homelessness curricula found in schools in Florida, Minnesota, New York, and Pennsylvania, which aim to sensitize students to the realities of homelessness. The report points out that although the curricula differ in many ways, each covers the following key topics: (1) the causes and effects of homelessness; (2) what it is like to be homeless; (3) dispelling dangerous myths; and (4) government and community responses to homelessness. In addition, each curriculum either contains or has led to community service projects. The publication lists contact persons for each program, suggests ways that educators can use the information presented, and reproduces sample activities and lesson plans from three of the five curricula. A final section presents program case studies of the five homeless curricula. The case studies of the following curricula describe the origins of each, the age group, and setting as well as activities and topics covered: (1) Girl Scouts of Greater Philadelphia (Pennsylvania); (2) KIDSTART: Kids Can Care! in Largo (Florida); (3) Teaching About Homelessness in Westchester County (New York); (4) Salisbury Township School District in Allentown (Pennsylvania); and (5) St. Thomas Academy in Mendota (Minnesota). A resource list includes the addresses and telephone numbers of 5 national organizations and 4 Pennsylvania organizations, the titles of 7 audiovisual aids, an 11-item bibliography, and the titles of 4 publications and manuals. (ERIC -- ED 343969)

AUTHOR: Pereira, Carolyn; And Others
TITLE: Teaching Citizenship through Community Service.
YEAR: 1990
AVAIL.: Social Studies and the Young Learner v3 n2 ps1-4 Nov-Dec 1990 (Reprint: UnCover)
ABSTRACT: Maintains that involvement in community service develops civic responsibility in students. Provides examples of community service projects from a Close-Up Project, a Civic Achievement Award Program (CAAP), and an elementary curriculum, "Education for Citizenship." Shows community service is appropriate for all grade levels. Includes teacher resources and an annotated bibliography for elementary students. (ERIC -- EJ 426406)

AUTHOR: Proctor, David R.; Hass, Mary E.
TITLE: A Handbook of School-Based Community Projects for Student Participation.
YEAR: 1990
AVAIL.: EDRS: ED 326467/PC01.
NOTES: 21p. Presented at the Annual Meeting of the National Council for the Social Studies (Anaheim, CA, November 16-19, 1990).
ABSTRACT: Giving students a sense of efficacy in the political process is one of the most important functions of social studies education. In order to enable students to assume the responsibilities of fully functioning citizens, it is important for social studies educators to encourage and foster political participation among students as part of the curriculum. This paper is the product of a literature review of school-based community service programs and a survey of individual state programs involving student participation in the community in which questionnaires were sent to all states. About 250 responses were received from state departments of education, school districts, social studies supervisors, individual teachers, and private non-profit organizations. This handbook is intended as a guide to others who are interested in developing and implementing their own programs involving student participation in the community. (Sample application, evaluation, and activity forms are appended). (Author)

Program Development and Descriptions

AUTHOR: Schug, Mark C., Ed.; Beery, R., Ed.
TITLE: Community Study: Applications and Opportunities. Bulletin No. 73.
YEAR: 1984
AVAIL.: EDRS: ED 252452/MF01 (microfiche only). National Council for the Social Studies, 3501 Newark St., N.W., Washington, DC 20016 ($7.95).
NOTES: 114p.
ABSTRACT: Seven authors contributed to a bulletin about using community studies to teach about the interrelationship of the local community with larger economic and social systems. "Young People and Community" (R. Beery and Mark C. Schug) addresses the need for the social studies curriculum to consider the local community, an area which is rarely covered and one in which students are already intimately involved. "Using the Local Community to Teach About the Global Community" (Robert Woyach) suggests activities to help students understand the ties between the local community and the world. "Approaches for Teaching Community Economics" (Schug) recommends using students' experiences as workers and consumers to teach about the local economy and larger economic issues. "State History and Community Study" (Beery) emphasizes the use of case studies of specific local and state communities. "Using the Visual Arts to Interpret the Community" (Terry Zeller) suggests ways to use the visual arts to teach about work, play, and community values. "Citizenship Grounded in Community" (Beery and Robert J. Todd) recommends choosing materials for citizenship education based on its relevance and ability to stimulate thought. "Developing Values Through Community Service" (Diane Hedin) stresses the importance of community service for adolescent moral and social growth. (ERIC -- ED 252452)

AUTHOR: Shaheen, JoAnn C.
TITLE: Participatory Citizenship in the Elementary Grades.
YEAR: 1989
AVAIL.: Social Education v53 n6 p361-63 Oct 1989 (Reprint: UMI, UnCover)
ABSTRACT: Describes a Student Advisory Council which was established to address the problems of the Cottage Lane Elementary School (Blauvelt, New York) and its students. Contends that through this participatory activity, students are learning how to solve public problems. (ERIC -- EJ 398354)

AUTHOR: Stidsen, Catherine Berry
TITLE: Educating for Responsibility.
YEAR: 1985
AVAIL.: History and Social Science Teacher v21 n1 p6-9 Fall 1985 (Reprint: UMI, UnCover)
ABSTRACT: Community service projects that are part of a religious studies program in a Catholic secondary girl's school in Canada are described. The experiential social education projects are intended to foster and nurture responsibility in students and to help them develop participatory skills. (ERIC -- EJ 330506)

AUTHOR: Willard, Diane E.
TITLE: A "Social" Social Studies Model for Gifted Students.
YEAR: 1984
AVAIL.: Teaching Exceptional Children v17 n1 p18-22 Fall 1984 (Reprint: UMI)
ABSTRACT: A one-day per week pull-out social studies program for gifted fifth graders incorporates theories of John Dewey and Joseph Renzulli (the Enrichment Triad Model) in the study of economics, urbanization, and social organization, as well as participation in community service projects. (ERIC -- EJ 306860)

AUTHOR: Willison, Scott
TITLE: When Students Volunteer to Feed the Hungry: Some Considerations for Educators.
YEAR: 1994
AVAIL.: Social Studies v85 n2 p88-90 Mar-Apr 1994 (Reprint: UMI, UnCover)
ABSTRACT: Maintains that many educators have recommended that public school students need to develop social action skills and participate in community service programs. Discusses student volunteer participation in community food service programs. Provides recommendations for teachers about developing such programs. (ERIC -- EJ 482446)

Section Three: General Citizenship and Civics Education

AUTHOR: Barber, Benjamin R.
TITLE: An Aristocracy of Everyone. The Politics of Education and the Future of America.
YEAR: 1992
AVAIL.: Oxford University Press, Inc., Business Office, 2001 Evans Rd., Cary, NC 27513 (paperback: ISBN-0-19-509154-X. $11.95; hardcover: ISBN-0-345-37040-6).
NOTES: 314p.
ABSTRACT: This book argues that rather than pursuing a debate defined by controversy over who should be taught, what should be taught, and how it should be paid for, Americans must address education for what it is: the well-spring of democracy in the United States. Education must emphasize democracy as much as it does the pursuit of excellence. By doing this, young Americans will gain an apprenticeship in liberty--one grounded in a renewed commitment to community service. This approach is presented as a means of providing Americans with the literacy to live in a civil society and the competence to participate in democratic communities, while promoting excellence in education that will maintain America's economic, technical, and political preeminence in a rapidly changing world. It shows that education offers the only path toward rebuilding and reinvigorating the United States, and that this is a path that must now be followed. (ERIC -- ED 368848)

AUTHOR: Barber, Benjamin R.
TITLE: Public Talk and Civic Action: Education for Participation in a Strong Democracy.
YEAR: 1989
AVAIL.: Social Education v53 n6 p355-56,370 Oct 1989 (Reprint: UMI, UnCover)
ABSTRACT: Redefines citizenship for a strong democracy. Notes that action-oriented citizens have a wide range of tasks such as debate and deliberation on policy, and formulating agenda. Contends that in order to effectively participate in the public realm and to take public action, citizens must learn how to engage in political or public talk. (ERIC -- EJ 398352)

AUTHOR: Berreth, Diane; Scherer, Marge
TITLE: On Transmitting Values: A Conversation with Amitai Etzioni.
YEAR: 1993
AVAIL.: Educational Leadership v51 n3 p12-15 Nov 1993 (Reprint: UMI, UnCover)
ABSTRACT: Defying "liberal" and "conservative" labels, Communitarianism is a new social movement reflected in George Bush's endorsement of family values and Bill Clinton's calls for community service. Communitarianism does not uphold the individual's rights at all costs, nor impose moral solutions. The Communitarian agenda is to personalize schooling and teach positive values ignored by many families. (ERIC --EJ 472599)

AUTHOR: Newmann, Fred M.
TITLE: Citizenship Education in the United States: A Statement of Needs.
YEAR: May 1987
AVAIL.: EDRS: ED 307203/PC01.
NOTES: 9p. Paper presented at the National Conference on Civic Renewal (Boston, MA, November 15-17, 1987).
ABSTRACT: Informed observers, from the political right to the left, believe that citizen education requires reform. While its effects on public life may be unclear, democratic theory insists that education is required as a condition of democracy itself. Most often, students are given information about the founding of the government, its structure, and due process of law. Reformers advocate instruction concentrated on moral reasoning, public controversy, global interdependence, and cultural pluralism. Student participation in community service, political action, and school governance have also been proposed. Both mainstream and reform programs have failed because (1) citizen education receives low priority, (2) the curriculum offers inadequate attention to issues central to democratic citizenship, and (3) reform plans have not included teachers in the planning process. This analysis addresses the central issues neglected in both traditional and reform programs. Three orientations of citizenship education are discussed: cultural induction, emancipation, and the hidden curriculum of cynical realism. Thoughtful citizens need help dealing with the following issues: pluralism, distributive justice, individual interests and collective responsibility, and meaningful participation. Direct experience is necessary to motivate students and maximize retention and transfer, and participation is also a valuable source of citizenship knowledge. Reform initiatives should include teachers and must address those fundamental issues of modern U.S. citizenship that are neglected in educational programs. Education must rely on direct student experience and concentrate on issues such as pluralism, distributive justice, and meaningful participation. (ERIC -- ED 307203)

General Citizenship and Civics Education

AUTHOR: Newmann, Fred M.
TITLE: Reflective Civic Participation.
YEAR: 1989
AVAIL.: Social Education v53 n6 p357-60,366 Oct 1989 (Reprint: UMI, UnCover)
ABSTRACT: Reconceptualizes the definition of citizenship from the concept of persons acting in rational self-interest to that of the citizen who acts in the interest of the public good. Argues that reflective citizen participation must be engendered through a new curricular framework. Delineates five areas that must be considered in this curricular framework. (ERIC -- EJ 398353)

AUTHOR: People for the American Way
TITLE: Democracy's Next Generation: A Study of Youth and Teachers.
YEAR: 1989
AVAIL.: EDRS: ED 324253/PC08. People for the American Way, 2000 M Street, NW, Suite 400, Washington, DC 20036 ($10.95).
NOTES: 188p.
ABSTRACT: Informed and involved citizens are crucial to the functioning of U.S. democracy, yet many people increasingly are reluctant to exercise even the most basic responsibilities of citizenship. Participation in the political process is disturbingly low. If this trend is to be reversed, the country must strengthen civic values and expand the civic participation of the next generation. This study was commissioned to examine youth understanding of and commitment to three important aspects of citizenship in a democracy: meeting personal responsibilities; serving the community; and participating in the nation's political life. The study assessed young people's views on such topics as personal values and aspirations, community service, politics, images of the United States, concepts of citizenship, and influences on their notions of citizenship and civic involvement. Social studies teachers also were interviewed, on the assumption that they shoulder the major responsibility for citizenship education in the schools. There were four major findings of the study. First, young people cherish U.S. freedoms without understanding what it takes to preserve them. Second, this generation is markedly less involved and less interested in public life than previous generations. Third, institutions with the best opportunities to teach young people citizenship-- family, school, and government--have been ineffective. And fourth, young people themselves are asking for more ways to get involved. A four-part appendix is included containing: a completed summary questionnaire form from the youth and teacher surveys; an explanation of the survey methodology; focus group materials (discussion outline and overview of the participants); and materials related to the one-on-one interviews (questionnaires and a profile overview of the participants). (ERIC -- ED 324253)

AUTHOR: Pratte, Richard
TITLE: The Civic Imperative: Examining the Need for Civic Education. Advances in Contemporary Educational Thought Series, Volume 3.
YEAR: 1988
AVAIL.: Teachers College Press, 1234 Amsterdam Ave., New York, NY 10027 ($19.95).
NOTES: 198p.
ABSTRACT: Students should be taught civic competence, values, and dispositions; and skills needed for a democratic society should be acquired through formal education. U.S. schools must teach moral and civic values consciously, yet these values should be taught beyond civics and values clarification courses. The narrow focus of this type of course is to make good citizens, not develop good people; but the idea behind civic education should be that good people will make good citizens. The ideal values to be learned include respect for all people, belief in human dignity, concern for others, justice, fairness, tolerance, caring, and commitment to reflective reasoning, while the good citizen lives an ethic of obligation and service to others. This concept of citizenship and democracy reflects the thought of John Dewey and other contemporary theorists. The chapter titles are: (1) "The State of Civic Education Today"; (2) "Two Democratic Philosophical Traditions"; (3) "The Moral Dimensions of Philosophical Civic Republicanism"; (4) "Democracy, Citizenship, and Community Service"; (5) "Social Heterogeneity and E Pluribus Unum"; and (6) "Civic Competence." A 104-item bibliography concludes the document. (ERIC -- ED 303412)

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